DOCUMENT RESUME

ED 150 393 08 CE 014 678

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TITLE Case Study Report #22. Robert and Sally Hobart.
INSTITUTION Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Aug 75
CONTRACT NE-C-00-3-0298
NOTE 24p.; For related documents see CE 014 658-681 and ED 110 610 ; Some pages may not reproduce clearly

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Education; Case Studies; Community Involvement; Counseling Services; Demonstration Programs; *Disadvantaged Groups; Economically Disadvantaged; Educationally Disadvantaged; *Employment Experience; Family Programs; Federal Programs; Followup Studies; Income; Individualized Programs; Job Placement; Job Training; Participant Satisfaction; Program Effectiveness; *Residential Programs; *Student Characteristics; Student Development; *Student Participation; Student Problems; Vocational Education
IDENTIFIERS Mountain Plains Program

ABSTRACT

This document presents one in a series of twenty-three case studies derived from in-depth interviews using a sampling of former participants in the Mountain-Plains program, a residential, family-based education program developed to improve the economic potential and lifestyle of selected student families in a six-state area. Each case study contains the following infomration about a specific student family: biographical data; participation in the educational and community programs; home, income, placement, and employment data; stated problems and/or satisfactions; summaries of the participants' personal and social development; individual ratings of the program; scripts of personal interviews; interviewer comments; and individual test scores and self-assessments. This document presents specific findings on Robert and Sally Hobart, who entered the program with two children and no major personal/family problems. The follow-up study reports that the Hobarts successfully completed occupational training and found employment. (Names in these studies have been changed.) Two other documents are included in the series: a report which examines work and income variables for the group (ED 110 610) and a report which summarizes group findings on personal and social development (CE 014 681). Specific documentation for the instruments utilized in the study are included in both of these related documents. (BM)

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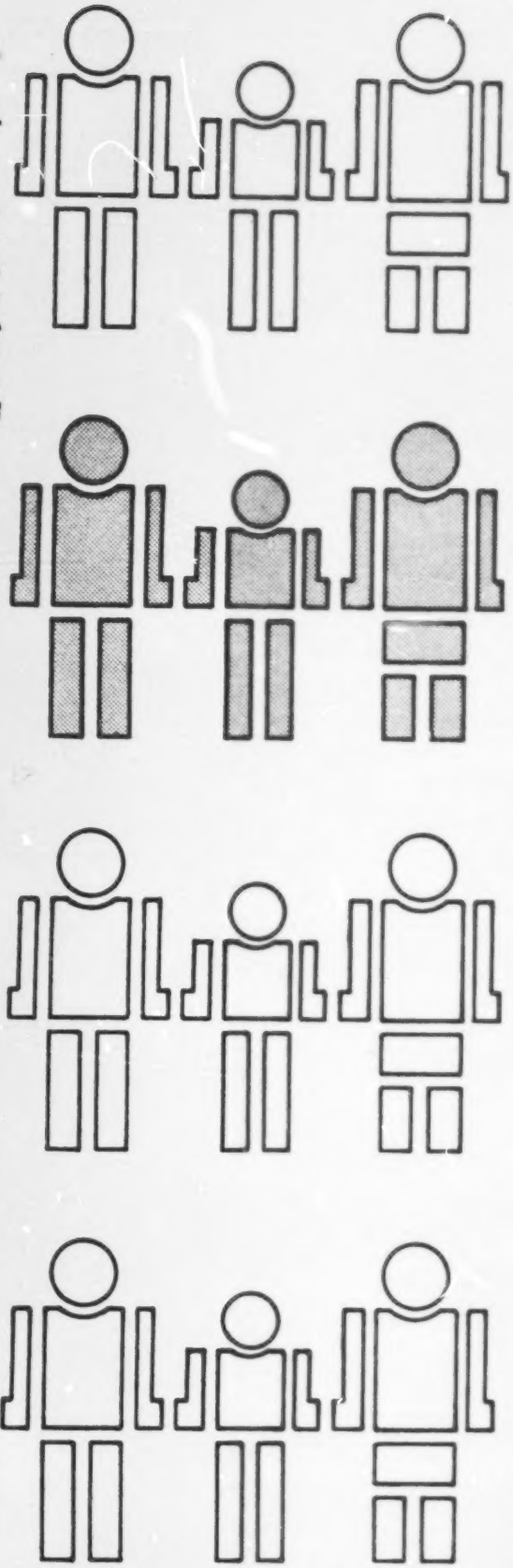

CASE STUDY REPORT #22

ROBERT & SALLY HOBART

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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MOUNTAIN PLAINS EDUCATION ECONOMIC DEVELOPMENT PROGRAM INC.

CASE STUDY REPORT

ROBERT AND SALLY HOBART

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August, 1975

A Product of Research Services Division
David A. Coyle, Director

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PREFACE

Reports in this series are derived from in depth interviews using a stratified random sample of former Mountain-Plains students. Interviews were conducted from November, 1974 through January, 1975 by Mountain-Plains professional research staff. Case Study Report 1 examines Work and Income variables for the group. Case Study Reports 2 through 24 include specific findings on each family included in the sampling. Case Study Report 25 summarizes group findings on personal and social development. A summary of the research design for the Case Study Reports is documented in: Coyle, David A.; Conrad, Rowan W.; and Myers, Douglas D. In Depth Case Study of Exited Families: A Summary of the Research Design for Phase 1 Preliminary Effects Study. Glasgow, Montana: Mountain-Plains Press, 1974. Specific documentation for the instruments utilized in the study are included in either Case Study Report 1 or Case Study Report 25. All names in these studies have been changed.

Michael C. Fenenbock
Series Editor

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CASE STUDY REPORT

ROBERT AND SALLY HOBART

BACKGROUND

Robert and Sally Hobart, and their two children, Alice 1 and Karen 3, entered Mountain-Plains in November 1973. Mountain-Plains' pre-program interviewer noted on the families' application that the Hobarts were "industrious, excellent parents, good natured, clean and very amiable."

At the time the Hobarts were living in Collins, North Dakota, where Robert was employed as a caretaker for an apartment complex. At the same time Robert was receiving on-the-job training in Radio Mechanics through the Veteran's Training Program. This training program proved of little value to Robert as apparently he made little or no advancement while there. Although his on-the-job training employer had the skills and knowledge necessary for Robert to become independent in radio mechanics, he was evidently unable to transfer these skills to Robert. Robert had been involved in a variety of training programs and, as with the Veteran's Training Program, had had little or no success in any. At the time of entry, Sally was employed part-time as a cocktail waitress.

PROGRAM PARTICIPATION

Entering the program in November 1973, the Hobarts exited in May 1974. While at Mountain-Plains Robert enrolled in Radio and TV--usually a 9-10 month course, but due to his previous experience in the field, Robert was able to finish in a relatively short time. Sally entered Office Education and completed as a clerk-typist. Sally completed before Robert and requested that she be given placement service from the North Dakota office, which she received.

The Hobarts had no apparent difficulties while in the Mountain-Plains Program. In the narrative portion of their exit report, the Hobart's counselor indicated that they ". . . came into the program with no major problems necessitating a long term counseling contact." Those slight problems that were found were given the appropriate treatment with indicated success.

PLACEMENT

Sally exited the Mountain-Plains Program earlier than Robert, returned to Collins with the two children where she was employed as a clerk with the Bismarck Optical Company, earning $350 per month. By the time Robert joined her, she had quit her job with Bismarck Optical due to what she considered inadequate skill requirements--perhaps Sally was not enjoying the work or was simply bored. Sally found new employment--with the help of Mountain-Plains' state office--working for Woodward-Envicon in Collins for $400 per month. Sally was still there at the 6 months post exit period.

Robert exited to job interviews, but could not find immediate employment as a TV repairman. However, the North Dakota staff assisted him in finding employment with the Bismarck-Mandan Cable TV Corporation for $543 per month, where he currently remains employed.

HOME AND INCOME

The case study interview was conducted at the Hobart family home in Collins, North Dakota. Their rented house is small and unpretentious--3 bedrooms, a living room, a kitchen, and a full basement--but very neat with a garage and a yard. The neighborhood is middle class with numerous retired families scattered throughout the area.

During the interview, Robert and Sally seemed comfortable with each other and often interacted when a subject that concerned both was brought up. The children often approached the table where the interview was being conducted. The parents would briefly stop, attend to the children's needs, then ask them to play with their toys. The Hobarts show great concern for the children--the children have had no less than 6 babysitters and 2 day care schools since returning to the Collins area. When questioned about this, Sally responded, "We couldn't find any that would treat the children in a way that would be educational for them." Further questioning revealed that many of the babysitters were AFDC mothers who were state licensed babysitters and not trained to provide an educational setting for the children. A number of times Sally repeated the belief that day care at Mountain-Plains was "probably the best part of the program and the children enjoyed it a bunch." Indeed, Sally's sense of responsibility toward the children is often used as an excuse for her current unemployment--possibly a transference.

The family unit appears to be very stable and both Robert and Sally seem to have a definite voice in the operation of the family. Robert may appear at times somewhat dominant, but once Sally gets an idea in her head, she is very strong willed. For example, Sally completed training before Robert, and dissatisfied with the Glasgow area, wanted to return to Collins before her husband. Returning, she found employment and established a home, and when he was able, Robert joined her.

PERSONAL AND SOCIAL DEVELOPMENT

On the Tennessee Self-Concept Scale Robert records scores slightly above the

norm in general while dropping only slightly below the norm on the personal self scale. (See Figure 4.) Additionally, he scores relatively high on social self. Using this instrument, Robert appears to be a well-balanced person. Sally scored on the mean in self-satisfaction/self-acceptance, moral/ethical self, and family self. All other scales were well below the norm, including self-identity, behavior, physical self, personal self and social self. Her self-criticism scale scores indicate that she is usually honest with herself. Evidently, Sally accepts herself but is not pleased with herself. This finding is not substantiated by interviewer observation. However, Sally has a tendency to repeat that she and Robert, "were much smarter than the other students at Mountain-Plains." This may well have been the case, as both completed the training very rapidly.

The social perception scales reveal both Robert and Sally to be relatively well adjusted to the world around them. (See Figure 3.) The Neal Seeman Powerlessness Scale records Robert as equivalent to his group's mean. Robert also scored a 2 on the Anomie Scale, equal to the mean. From these two indicators, Robert appears to be well-adjusted. Sally scored a 4 on the Powerlessness Scale, indicating a higher degree of powerlessness than any group in the sample. This score is not necessarily an indicator of total powerlessness, but rather a general feeling of futility in dealing with society. The Anomie Scale recorded a scale score of 2--equal to the mean.

EMPLOYMENT

At the time of the interview, Sally was employed part-time as a cocktail waitress--the same position she had before entering the program. Scores on the

Work Alienation Questionnaire rate Sally as low on alienation and in the upper one-half of the obeisance scale. The Job Satisfaction Scale indicated she did not enjoy her work. The JDI also revealed a general dislike for her working situation. She scored on the 10 to 15 percentile in supervision--extremely low. The pay scale was also low--30th percentile. Co-workers were rated at the 25th percentile. The general work scale was within the 5 to 10 percentile range. The work scale, administered for housework, rated the highest--the 50th percentile. Her high housework score may be due to the recent shift in Sally's situation. She spends the entire day at home now, and needs to feel satisfied with the situation. Her work alienation and job satisfaction scores indicate a general dislike for her work.

Robert, on the other hand, rated quite differently. His Work Alienation Scale score was extremely low--zero. He scored 1 on the obeisance scale, which may indicate a naive perspective toward the world of work. His social perception scores, however, measured on the JDI, placed Robert in agreement with the most common answers on every question. (See Figure 1.) The JDI further supports the conclusion that Robert is quite satisfied with his job. On supervision he scored in the 85 to 90th percentile, on promotion in the 55 to 60th percentile, pay scale in the 20 to 25th percentile, co-workers in the 99th percentile, and work in the 80th percentile.

The Minnesota Satisfactoriness Scale was administered to his direct supervisor who scored Robert as high as possible--in the 99th percentile on all scales. His supervisor is generally very pleased with Robert and his work.

RATING THE MOUNTAIN-PLAINS PROGRAM

The Hobarts have mixed feelings about Mountain-Plains. (See Figure 5 and Table 2.) They feel "there were lots of good points but this type of program just wasn't right for us." When asked if Mountain-Plains was a positive influence in their life, both Robert and Sally responded "yes." The Hobarts rated the "most helpful" areas as day care service, Counseling and Health. Both said "The day care service really helped the children and this was due mainly to the highly competent personnel." Counseling was "good" because "we could just go ahead and express the frustrations with the school." Health was rated "good" as it "gave some pretty useful information." Career Guidance, Community Development and Home Management were all rated low. Indeed, Career Guidance "was the worst because we knew already what we wanted when we came in the program." Community Development and Home Management "didn't provide any new information and, in my opinion," Sally said, "was useless." Asked if they would attend Mountain-Plains again if they had it to do over, both said "no." "The training didn't help much," Sally said, "it was the placement that was the big factor for us." Their job training provided adequate skill, they reported, although Robert was somewhat disgruntled because "I didn't get the chance to use the skills." Asked if they would change occupational areas, both said "no."

FEMALE INTERVIEW

Sally feels that the family unit is close and reports that her husband helps her with housework as well as informing her about events at work. The children are a major concern for the family--Sally and Robert have made plans for the

children's education, and are currently saving money to that end. Sally reports she would not like to be a man and that she is pleased with her role as a woman.

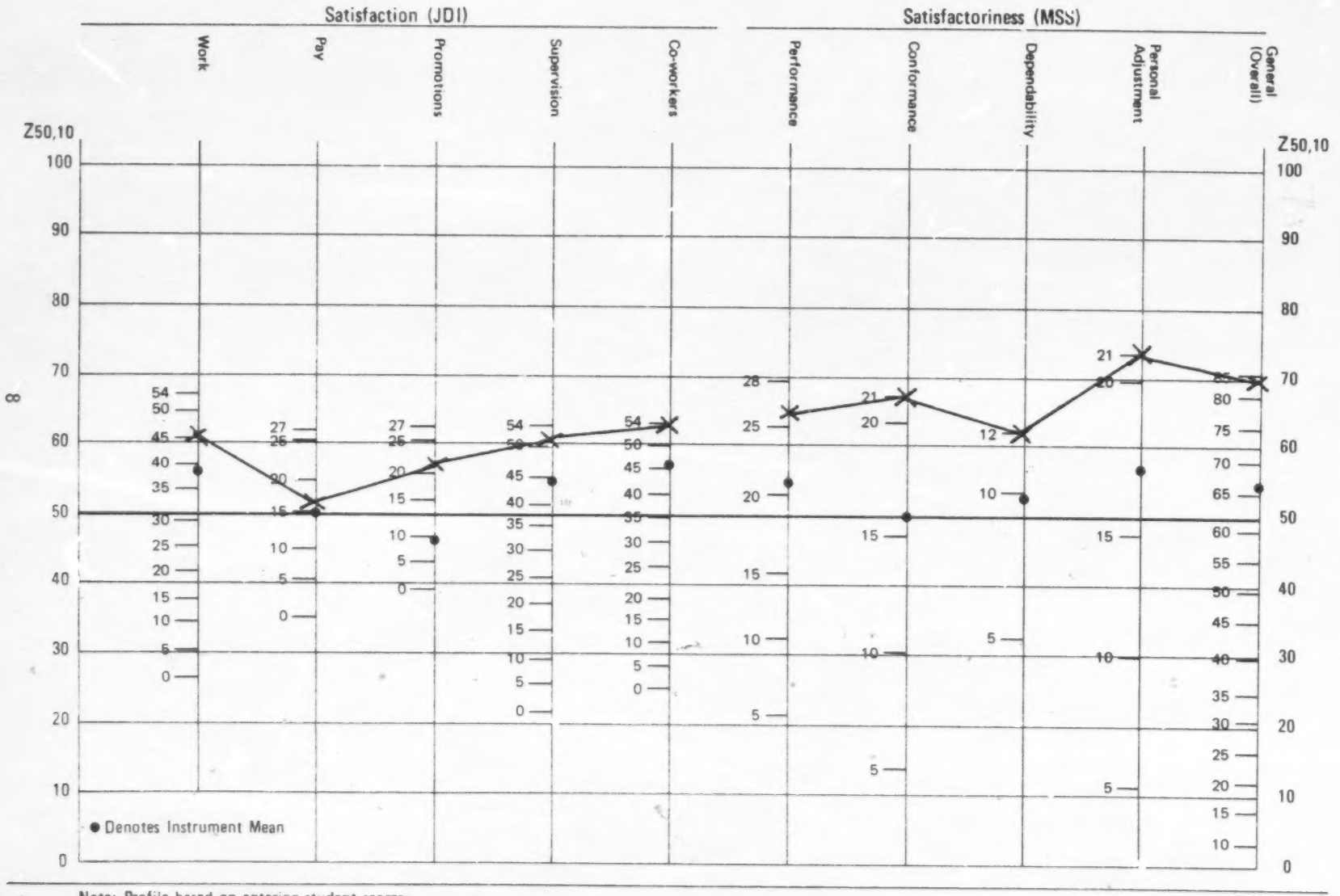
INTERVIEWER COMMENTS

The Hobart family appear to be happy with each other and their life style. Sally, somewhat discouraged with her current work situation, feels she is needed more at home with her children. The family lives well within their income, the home is furnished--nice but not expensive--and the family car is not new but appears to be in good working order. The Hobarts, by their own admission, were a disrupting force at Mountain-Plains--in the form of complaints about housing and the quality of education they were receiving. The relevancy of these complaints may have benefited not only themselves, but also the project. During the course of the interview they repeatedly apologized for the indifference towards Mountain-Plains and said it was due mainly to their experiences on-center.

In general, the Hobarts have experienced some success since leaving the program and are a good example of what the project can do--even when they do not perceive it that way.

Figure 1

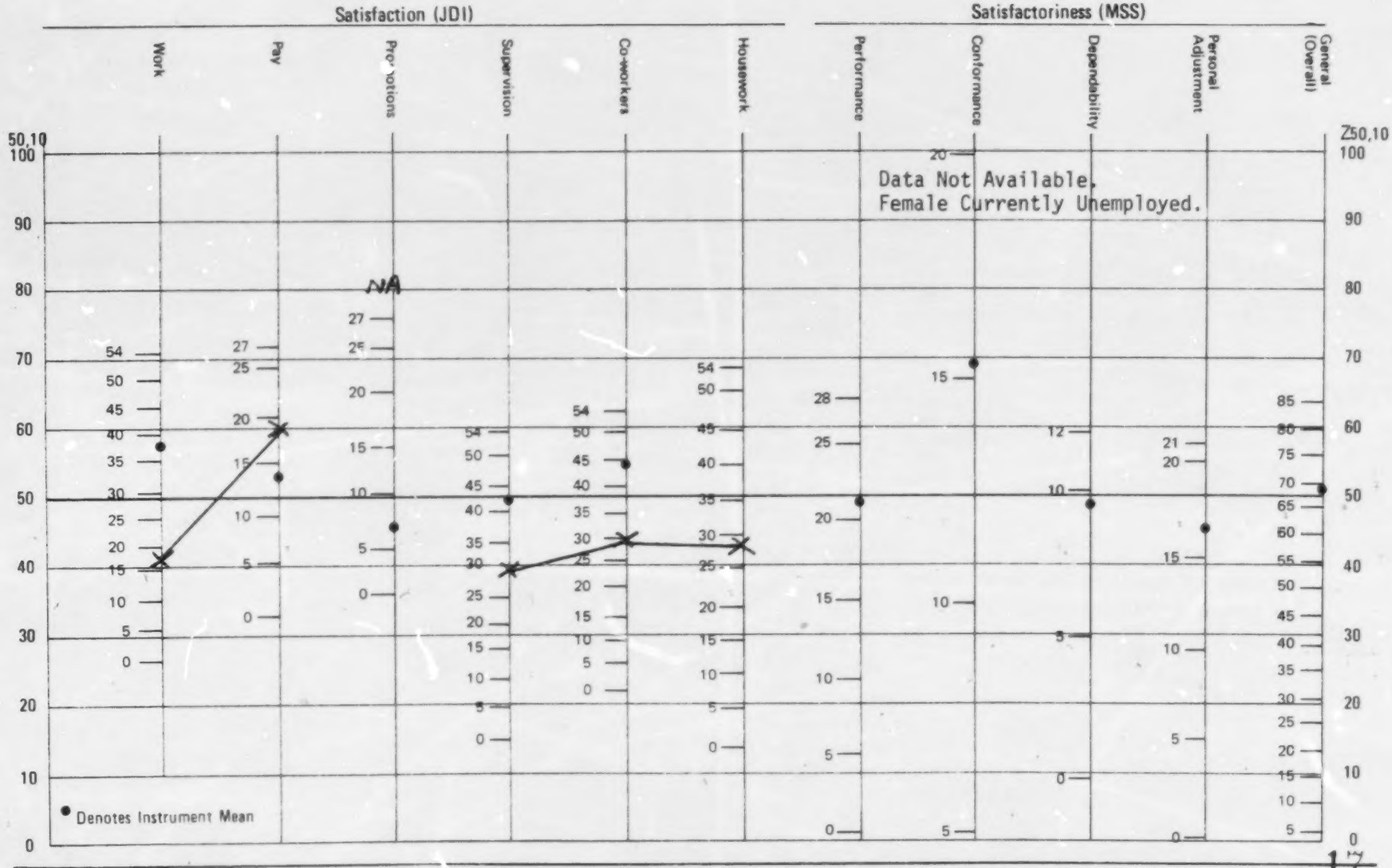
SATISFACTION AND SATISFACTORINESS – MALE



Note: Profile based on entering student scores.

Figure 2

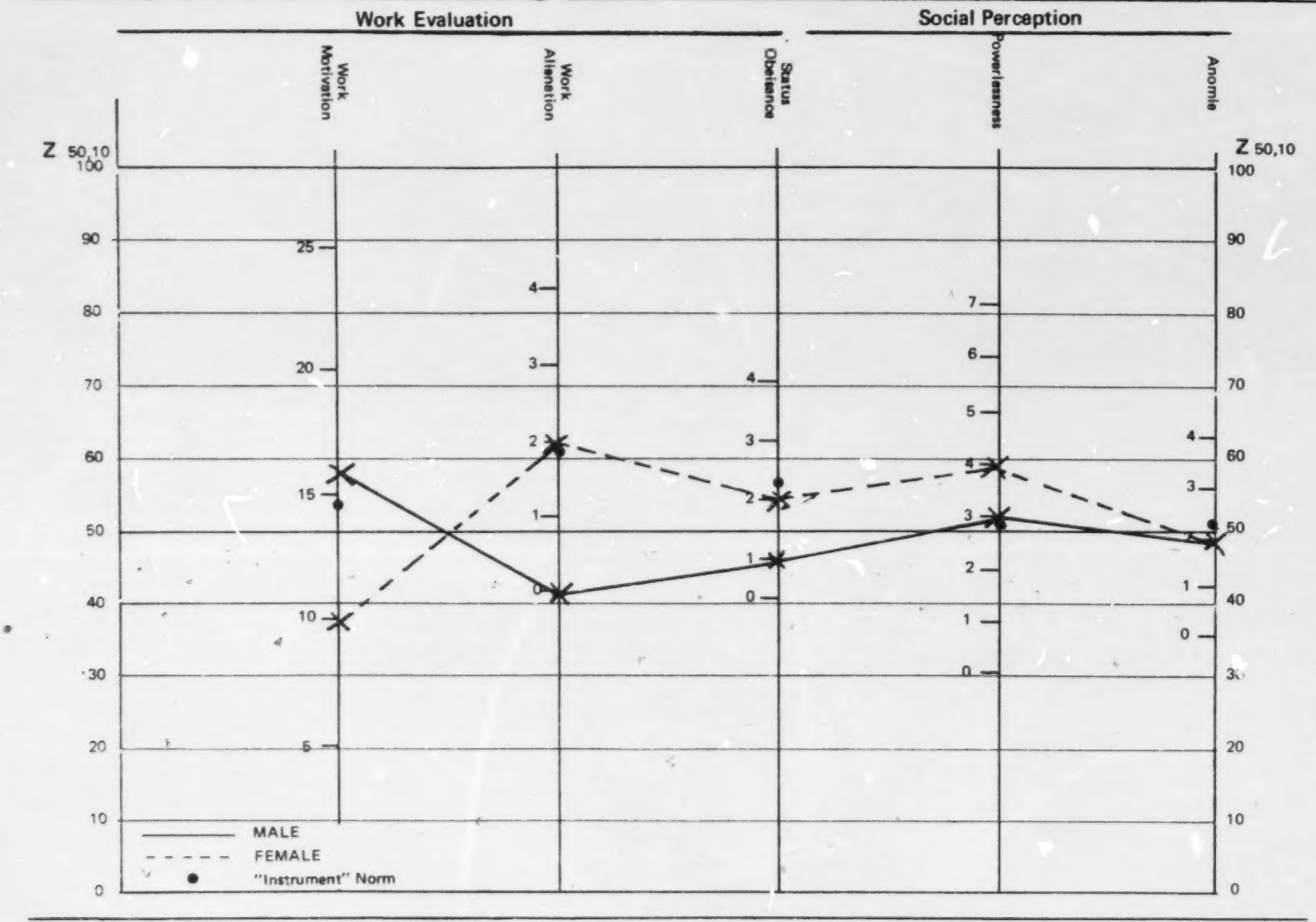
SATISFACTION AND SATISFACTORINESS – FEMALE



Note: Profile based on entering student norms except "housework" which is based on instrument norm for employment.

Figure 3

MOTIVATION AND ALIENATION



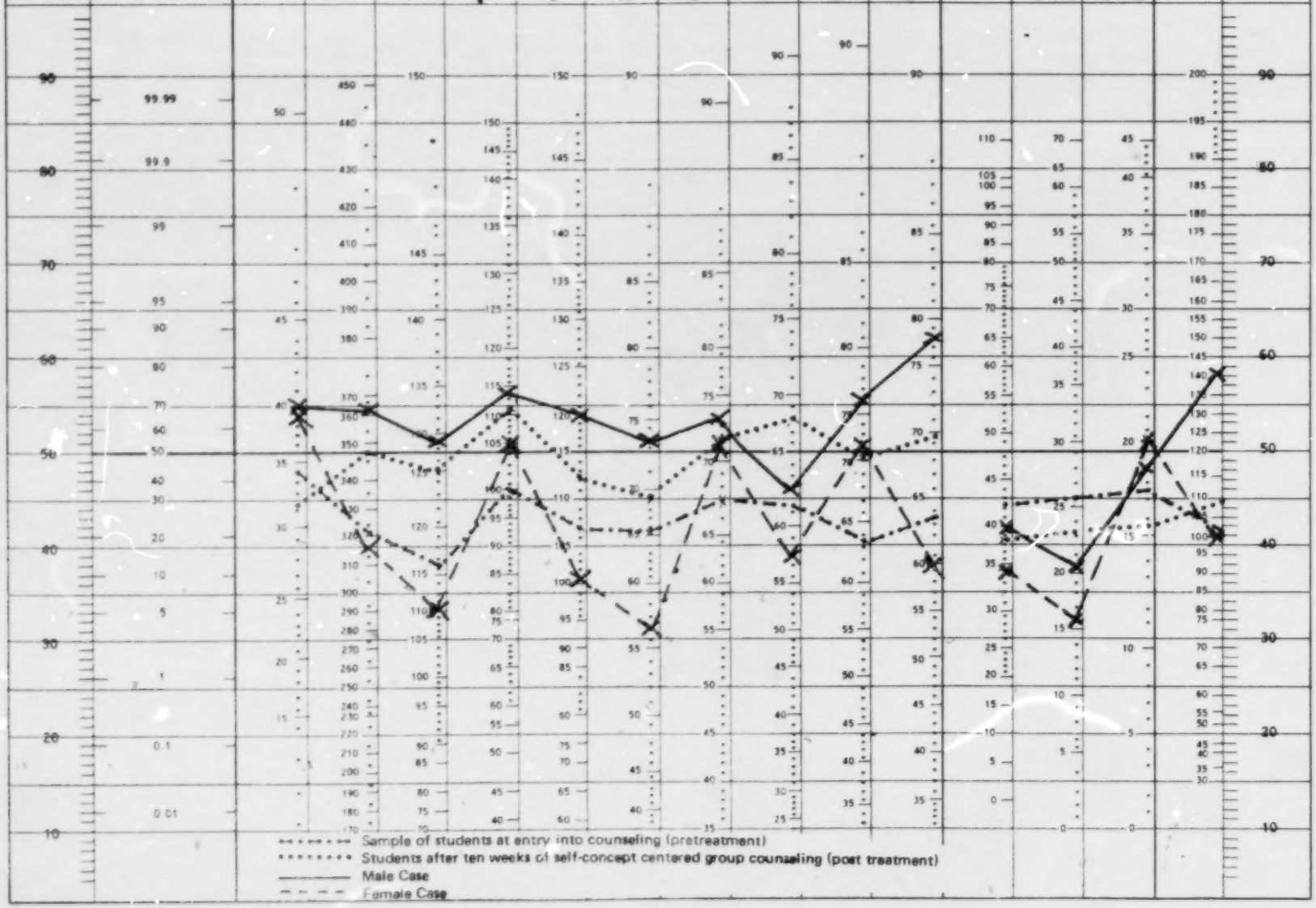
Note: Profile derived from entering student data.

Tennessee Self Concept Scale - Figure 4

PROFILE SHEET

Counseling Form

NAME	SCHOOL GRADE	SEX M F	AGE	DATE	TIME STARTED	TIME FINISHED	TOTAL TIME



Note: This is the standard profile sheet for the TSCS.

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Male					Female			
High		Low			Low		High	
Much	Some	Little	None		None	Little	Some	Much
			● -	Job Training	- - - - - - - - - - - -			-●
		● - - - - - - - - -		Math	- - - - - - - - -		●	
			NA	English	NA			
			● -	Career Guidance	- ●			
			NA	Work Experience	- - - - - - - - -		●	
	●- - - - - - - - - - - -			Counseling	- - - - - - - - - - - -			-●
		●- - - - -		Consumer Education	- - - - -	-●		
			● -	Community Development	- ●			
			NA	Recreation	NA			
	●- - - - - - - - - - - -			Health	- - - - - - - - - - - -			-●
			● -	Home Management	- ●			
	●- - - - - - - - - - - -			Early Childhood	- - - - - - - - - - - -			-●

FIGURE 5

UTILITY RATING OF MOUNTAIN-PLAINS PROGRAM ELEMENTS

TABLE 1

SELF RATING OF PERSONAL AND WORK TRAIT CHANGES

Male		Female	
Improved	Regressed	Improved	Regressed
Self-Confidence	Cooperation	Social Contact	Self-Control
Self-Control	Perseverance		Accepts Responsibility (tasks)
Accuracy	Social Contact		

TABLE 2

GENERAL QUESTIONS

1. "Rate Mountain-Plains as an influence in your life."

	Very Positive	Positive	Neutral	Negative	Very Negative
Male		o			
Female		x			

2. "Knowing what you know now, would you have chosen Mountain-Plains?"

	Definitely Yes	Probably Yes	Don't Know	Probably No	Definitely No
Male					o
Female					x

3. "What is your rating for your current life in general?"

	Completely Satisfied	Well Satisfied	Neither Extreme	A Little Dissatisfied	Very Dissatisfied
Male			o		
Female			x		

4. "Rate your success:

		Completely Successful 9	8	7	6	5	4	3	2	1	Completely Unsuccessful 0
The year before M-P."	Male									o	
	Female									x	
Now."	Male					o					
	Female							x			
Five years from now."	Male			o							
	Female				x						